

# The Implementation of Investigative Questioning (Inquest) Technique on Student's Reading Comprehension

*Penerapan Teknik Investigative Questioning (Inquest) terhadap Pemahaman Membaca Siswa*

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## ABSTRACT

*Primary objective of this research is to investigate implementation of the Investigative Questioning (Inquest) technique as a means of increasing students' reading comprehension abilities. The implementation of the Inquest technique as a strategic technique to tackle the difficulties encountered by students in their comprehension of narrative texts. The inquest technique is an educational strategy that aims to increase students' reading skills and encourage active understanding of written content. The current study utilized a quasi-experimental research design, employing a quantitative methodology. The research sample consisted of 60 eighth-grade students from SMP PAB 1 Helvetia, who were divided into two groups: the experimental group and the control group. Each class consisted of a collective of 30 students. The participants in the experimental group were provided with instruction that utilized the Inquest approach, while the participants in the control group were given instruction using a conventional method. The data was obtained from assessments conducted prior to and after the intervention. The pre-test was administered to both classes prior to the installation of the technique, while the post-test was administered to both classes after the implementation of the treatment. The students were administered a multiple-choice assessment tool with questions related to narrative. It can be seen that there was a significant effect of using investigative questioning (inquest) technique on student's reading comprehension. This can help students to understand the text independently and answer questions about the text more easily and quickly.*

*Keywords: Inquest Technique, reading Understanding, narrative text.*

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## 1. INTRODUCTION

Reading ability is widely recognised as a fundamental skill in the acquisition and mastery of the English language. The act of reading serves as the fundamental basis for the acquisition of knowledge. Through the act of reading, students are afforded the opportunity to expand their knowledge, obtain valuable information, and access important resources that can bolster their academic pursuits. The practise of reading holds significant importance for students since it is intrinsically linked to their academic success, specifically in terms of their ability to comprehend written material. The act of reading facilitates the process of acquiring a language, facilitating the flow of information and ideas, and enabling effective communication with others. Conversely, it is important to note that reading and understanding are inherently interconnected, as comprehension plays a crucial role within the broader framework of the reading process. To achieve a comprehensive understanding of the intended meaning presented in the text, students must possess a high degree of reading comprehension (Sada & Novia, 2014:2).

Reading comprehension is the capacity to understand not just the facts presented in a text but also the implicit meanings included within the text (Grade & Stoller, 2002:137). This implies that the

capacity to comprehend written material, through the processes of textual intake, analysis, and interpretation, is fundamental to the overall skill of reading comprehension. There are five components involved in reading comprehension. Students must be able to determine the main idea, locate specific information, draw conclusions, identify references, and comprehend the meaning of words and specifics of the text. Considered to be the difficulties encountered by students in comprehending the text (J. Juliana, 2016).

According to a pre-observation conducted with the eighth-grade English teacher at SMP PAB 1 Helvetia, students had numerous problems and difficulties comprehending narrative text. First, students continued to struggle with identifying narrative text's themes, settings, periods, and characters. When queried about the narrative text's content, they remained confused. Second, when asked about the complications and repercussions of narrative texts, students did not comprehend the order of events. Then, students had difficulty identifying the narrative text's generic structure. In addition, students had difficulty identifying the narrative text's communicative purposes. Therefore, an appropriate technique is required to aid students in comprehending what they read and enhancing the text's content. Investigative questioning (Inquest) is one of the methods used to assist students in comprehending narrative texts and resolving text-related difficulties (- Juliana, 2018).

Susanti (2019:135) stated that Investigative Questioning (Inquest) is an active comprehension strategy that engages the reader with the narrative text. Using a combination of student questioning strategies and impromptu drama. In order to generate a longer response, the inquest technique requires students to engage in a succession of oral language exchanges in the form of a news interview. Typically, news interview queries elicit information, reflection, evaluation, or prognosis. A successful interview should include a variety of question types, and students should be able to practise this technique through role-playing. In brief, the investigative questioning (Inquest) technique is one of the most effective methods for encouraging student interaction in the classroom. The investigative interrogation method is similar to the role play method. Students can learn to read more readily by posing and answering some investigative questions.

Peter Edwards (2003:35) develops the investigative questioning technique to foster cooperative learning in the classroom. The steps of investigative questioning consist of selecting a fascinating story, reading the story to the interesting part, considering the questions that want to ask, such as 5 W + 1 H, and locating the answer; after locating the answer, students share their investigation report. Each student can assess the text by posing questions. The positive effects of Investigative Questioning on students. Reading comprehension facilitates the process of locating pertinent information inside a text and enables students to swiftly grasp the content they are reading. This technique teaches students to ask questions about the text they are reading and develops their inquiring skills to improve their critical thinking, which in turn improves their text comprehension and ability to independently answer questions about the text (J. Juliana & Pasaribu, 2023).

Thus, Investigative questioning (Inquest) is a student-centred comprehension technique that strengthens students' comprehension. Through reader or listener interactions with characters that leap off the page, comprehension is developed. Simple reading material can be used to conduct investigative questioning (Inquest). It is useful for reading aloud a variety of texts to students. Both fictional and biographical narratives are appropriate. This research entitled "The Implementation of the Investigative Questioning Technique (Inquest) on Students' Reading Comprehension" due to the aforementioned phenomena.

## **2. LITERATURE REVIEW**

### **A. Reading Comprehension**

Reading comprehension can be thought of as an information-gathering process. Reading can be understood in a variety of ways. When a person reads a written text and starts to absorb information from written linguistic messages, they are said to be reading with comprehension. Another definition of reading that may be found in the Collins English Learner's Dictionary in essays, UK (2013:89) describes reading as an act of perceiving and comprehending something. This is really accurate because reading demands the use of comprehension in order to understand some words in a phrase and turn them into vital information. In order to comprehend the entire book, the following explanations are exactly the same as those given for each sentence. In addition to the numerous meanings that can be found in dictionaries, there are also definitions that have been formulated by a number of different students. The process of a person seeing and understanding what has been written is referred to as reading comprehension. Reading for comprehension is a relatively private activity that most people perform in private while they are by themselves. Reading comprehension has also been shown to have a good effect on a student's vocabulary knowledge, spelling, and writing; however, teaching English, especially teaching reading to students of other languages, is not a simple task (Harmer, 2007:99). Reading is a productive method for kids to spend their time since it enables them to learn new things, expand their vocabularies, and make their sentence construction more accurate.(J. Juliana & Dwi Suci Amaniarsih, 2020). According to the preceding definition, reading is an activity that serves a certain purpose. The correct strategy for comprehending the reading is also determined by the reason for reading. To get the most out of what we read, we need to know why we're reading in the first place (Elizabeth, 2003:45). It's a mental exercise that requires observation and analysis. Reading, too, requires more than just taking in the words on the page in order to gain comprehension (Hasibuan, 2007:114).

### **B. Investigative Questioning Technique**

Reading comprehension techniques can be taught using various methods, such as making connections, visualizing and inferring, brainstorming, summarizing, semantic mapping, and questioning. Connecting books to real-world happenings enhances students' understanding by connecting them to their own lives. To aid students in making connections and understanding the text, teachers might build lessons around certain elements. The process of visualizing entails making imaginary films, while inferring involves reading body language and expressions while reading the text. Teachers can focus on illustrations and pictures to help students gain meaning and make conclusions about the reading.

Iskandar Wassid and Sunendar (2008) suggest various techniques for teaching reading comprehension, including brainstorming, summarizing, semantic mapping, and questioning. Brainstorming is an activity used before a lesson to encourage students and generate their thinking about the main topic, making them less confused about the topic. The act of summarizing is beneficial for students as it aids in the identification of key concepts, the formation of generalizations, the elimination of redundant information, the integration of ideas, and the enhancement of memory. Educators engage in the process of monitoring, evaluating, and organizing students' comprehension throughout reading activities. In instances where comprehension is hindered, teachers possess the ability to read the material aloud to students. Semantic mapping is a widely employed method across various academic disciplines to illustrate the connections among concepts, effectively portraying the interrelatedness of information and offering a visual depiction of conceptual links. This technique can be utilized not just to enhance one's vocabulary, but also to enhance reading comprehension and writing language skills. The utilization of semantic mapping can facilitate the process of conceptualizing ideas inside paragraphs, hence enhancing readability for students. The process of comprehension is greatly aided by the practice of questioning since it enables students, in particular students, to achieve a more profound degree of comprehension. In order to foster comprehension, it is

imperative for educators to exemplify this behavior through the act of posing and responding to inquiries. Educators can employ diverse instructional approaches to incorporate questioning techniques into their pedagogical practices, including the utilization of self-generated inquiries or the integration of a compendium of interrogatives. In brief, the acquisition of reading comprehension techniques can be facilitated through diverse instructional approaches, including but not limited to establishing connections, employing visualization and inference strategies, engaging in brainstorming activities, generating summaries, utilizing semantic mapping techniques, posing questions, and engaging in self-questioning. By integrating these strategies, educators can facilitate students in cultivating a more profound comprehension of the text and fostering a heightened recognition of the significance of inquiries within their educational journey.

According to Susanti (2019:98), the utilization of investigative questioning (Inquest) as a comprehension approach involves the integration of student questioning and creative drama, hence fostering reader engagement with the text. This instructional strategy involves the cessation of reading by the teacher at a pivotal juncture within the narrative, thereby fostering the cultivation of metacognitive knowledge and skills among students (Hartman, 2001:87). The topic of metacognition in learning and instruction encompasses the theoretical foundations, empirical research, and practical applications of student teachers' ability to generate questions while engaging with textual material. The cultivation of effective questioning skills among students has been found to enhance their critical thinking abilities, thereby positively impacting their proficiency in a range of cognitive domains, including reading comprehension, listening comprehension, and independent print comprehension.

The term "inquest" is derived from the acronym for Investigative Questioning technique. The approach known as "Inquest" is an active comprehension strategy that engages the reader or listener in narrative text by utilizing a combination of student-generated questioning and spontaneous dramatic techniques. In the Inquest programmed, students actively participate in a sequence of spoken language exchanges, specifically in the format of a news interview, as part of their educational experience. Please provide me with additional details or context so that I can generate a longer response. Interview questions typically serve the purpose of extracting information, prompting introspection, facilitating appraisal, or eliciting predictions. An effective interview should encompass a diverse range of question formats, enabling students to engage in role-playing exercises that facilitate the acquisition and refinement of interview techniques. According to Peter (2003:36),

The Inquest strategy is a distinctive approach that prioritizes student-centered learning and enhances reading comprehension. As events transpire, students who have acquired proficient questioning techniques observe and monitor the information that is known. The development of comprehension is facilitated by the engagement of readers or listeners with the characters portrayed in the text. The implementation of inquest can be facilitated with the utilization of fundamental reading materials. It can be employed efficaciously in conjunction with numerous novels that are read aloud to kids. Narrative texts, encompassing both fictional and biographical genres, are highly compatible for many purposes. The engagement with characters, whether they are actual students or imaginary creations, serves as a means of transporting the reader or listener to different temporal and spatial contexts, allowing them to observe the unfolding events from the characters' vantage points. Characters are transformed into students who actively participate in authentic experiences. The act of delving deeper into the information presented, examining the underlying implications, and discerning meaning beyond the explicit facts becomes a concrete and dynamic endeavor. The proposed approach involves integrating student questioning strategies inspired by journalistic interviewing practices with spontaneous theatre techniques. This strategy is extremely efficient in that it makes the integration of language arts much easier to accomplish and promotes interesting simulation activities.

### C. Implementation of Investigative Questioning Technique (Inquest)

There are six steps involved in the application of Investigative Questioning Technique (Inquest), and they are as follows:

- Step 1 is to pick a story to read, then read it until you reach an exciting portion, at which point you should stop.
- Step 2 is to Pick a character from the story to whom you would want to address your inquiries, and reflect on the events that have transpired or the occurrences that are most likely to take place. Steer clear of queries that can be answered with a straightforward yes or no. If something like this does take place, you should inquire as to WHY.
- Step 3 is to Conduct role acting in the form of a news conference, with the role of the selected character being played by an individual who has read the story (maybe the instructor to begin with).
- Step 4 Other students take on the roles of the reporters doing the investigation, and they interrogate the character about the narrative.
- Step 5 is to Continue reading the story and repeat the previous steps with some of the characters and reporters, or switch to a different set of characters and reporters.
- Step 6 is to do an analysis to determine which questions are the most effective at illuminating the plot and bringing the characters to life.

### D. Narrative Text

A narrative refers to a form of discourse that presents a sequence of events or experiences, typically in a storytelling manner. The main aim of this kind of literature is to offer the reader or spectator either enjoyment or instruction by presenting a distinct perspective on diverse elements of the world. Undoubtedly, narrative possesses the capacity to convey educational elements. A narrative text is a form of discourse that establishes a cohesive and sequential account of events, wherein the causal or experiential relationships between these events are logically and chronologically interconnected. Language features can be discerned in several forms of communication, including spoken discourse, written texts, multimodal compositions, and cinematic productions. This paper examines the linguistic features that contribute to the conveyance of meaning, metaphorical language, punctuation, and lexicon, as well as sentence structure, noun phrases, and groupings, and vocabulary. A fundamental aspect of understanding narratives lies in the comprehension of several elements such as plot, topic, characters, events, and their interconnectedness (Anderson, 2003:49). The researcher anticipates that the writer will derive some key insights or understandings from the reading material. In essence, the primary objective of narrative text is to entertain or instruct students involved in the field of education. The word "narrative text" comprises several types of written expression that pertain to recounting past events. Narrative texts encompass a wide range of literary genres, such as fairy tales, novels, short stories, poetry, biographies, mythology, and news pieces.

The narrative text's structure concentrates on the stages proposed to construct a text. There are typically four phases in a Narrative text: Orientation, also known as the preface, describes who, when, and where a story takes place. Complication describes the commencement of the problem that leads to the problem's peak, also known as the climax. This section typically focuses on the primary character. This section concludes the narrative or provides a resolution to the problem that arose. Problems that can be resolved can be improved or worse, resulting in a happy ending or the opposite. Occasionally, there are multiple resolutions that are issues for the distant future. This is intended by the author to increase and sustain the reader's interest and suspense. This type of conclusion is typical of the mystery and horror genres. Reorientation is an optional element of a story's conclusion. Re-orientation may include the author's moral lessons, suggestions, or teachings.

### 3. METHOD

#### A. Research Design

Researchers in this study employed quantitative techniques within a quasi-experimental framework. Creswell (2015:128) defines a quasi-experiment as an experimental design in which participants are assigned to groups but not randomly. This study employed a quasi-experimental design, often known as a non-randomized experimental design consisting of a single-group pretest and posttest. A quasi-experimental design without a control group or a pretest (type a), a quasi-experimental design with a control group and a pretest (type b), a time series design (type c), and a regression discontinuity design (type d) are the four types of designs described by Campbell (2002:89). Detailed variations on each basic style are provided. There are a few distinct types of quasi-experimental designs, the most common of which are post-test alone designs and pre-test-post-test designs. The study involved two courses; one served as an experimental group that was treated with an in-depth interview protocol.

#### B. Participant

Conversely, the reachable population included all possible units from the target population that may be chosen as the study sample. All eighth graders at SMP PAB 1 Helvetia were involved in this study. The eighth grade was split into two groups, VIII A and VIII B. There were sixty in total. The researcher used a purposive sampling strategy to select a sample of students who scored similarly on a reading comprehension test. Two different courses served as the study's sample. Students in Group A of Grade 8 participated in the experiment, while those in Group B served as the controls.

#### C. Collection Data

The process of data collection involved the utilization of students' test scores. The reading material employed in this research consisted of narrative passages sourced from English textbooks. The process of data collecting was conducted using a series of steps. Initially, the students were instructed to engage with narrative materials pertaining to "Snow White and Sarah and the Prince" as presented in their English textbook. The aforementioned texts are utilized in assessments taken both beforehand and afterwards. Each group, control and experimental, takes the same pre-test. After administering a pre-test, the students in the experimental class were provided with education that incorporated the investigative questioning methodology, whereas the students in the control class were taught using traditional methods. Following the execution of the instructional treatment, a post-test was then performed to evaluate any potential alterations in reading comprehension among participants in each class. Both groups of participants were involved in this investigation.

#### D. Analysis Data

The researcher employed a statistical programmed utilizing the T-Test formulation to analyze the data. Quantitative data analysis was employed to ascertain the reading comprehension scores of students following implementation of the Investigative Questioning (inquest) Technique. The researcher administered pre-and post-tests to students who received instruction utilizing the Investigative Questioning (inquest) Technique.

### 4. RESULT AND DISCUSSION

#### A. Data

Thirty students from SMP PAB 1 Helvetia's of class VIII were assigned to the control group, which received traditional instruction. Before and after test results for the control group were used to compile the data. Data is in table 4.1 down below.

Table 1. Students' Pre and Post in Control Class

| No   | Students | Pre- test | Post- test | Gained score |
|------|----------|-----------|------------|--------------|
| 1.   | NA       | 30        | 60         | 30           |
| 2    | BRA      | 50        | 60         | 10           |
| 3    | SES      | 30        | 50         | 20           |
| 4    | AS       | 40        | 60         | 20           |
| 5    | MA       | 40        | 70         | 30           |
| 6    | SAP      | 30        | 60         | 30           |
| 7    | DSF      | 50        | 70         | 20           |
| 8    | LAP      | 40        | 60         | 20           |
| 9    | AAF      | 50        | 70         | 20           |
| 10   | MHP      | 30        | 60         | 30           |
| 11   | RIM      | 50        | 60         | 10           |
| 12   | FKR      | 40        | 60         | 20           |
| 13   | TMK      | 30        | 60         | 30           |
| 14   | MSW      | 40        | 70         | 30           |
| 15   | ATA      | 60        | 70         | 10           |
| 16   | CPK      | 50        | 70         | 20           |
| 17   | KA       | 40        | 50         | 10           |
| 18   | TRW      | 40        | 60         | 20           |
| 19   | QS       | 30        | 60         | 30           |
| 20   | SN       | 50        | 70         | 20           |
| 21   | SR       | 30        | 60         | 30           |
| 22   | PS       | 50        | 60         | 10           |
| 23   | RS       | 40        | 60         | 20           |
| 24   | RAZ      | 40        | 50         | 10           |
| 25   | SN       | 40        | 70         | 30           |
| 26   | YG       | 30        | 60         | 30           |
| 27   | RF       | 40        | 70         | 30           |
| 28   | SDP      | 30        | 60         | 30           |
| 29   | SLW      | 30        | 50         | 20           |
| 30   | SK       | 50        | 70         | 20           |
| Toal |          | 1200      | 1850       | 660          |
| Mean |          | 40        | 61,6       | 22           |

The information gathered revealed that the scores of 30 students in class VIII-A. A score of 30 was the minimum score on the pre-test, and a score of 60 was the best possible score. The average score on the pre-test was 40. In the meantime, the results of the post-test showed that 50 was the minimum possible score, while the maximum possible score was 70. The average score was 61.6%. The range of achieved scores was very wide, with the minimum score being 10 and the highest possible score being 30. The average gained score was 22. It indicates that there was a large amount of change in the control group's results between the pre-test and the post-test. The experimental class was the class VIII-B of SMP Swasta PAB 1 Helvetia. It was comprised of thirty students who had been instructed through the investigative questioning (inquest) technique. The points on the pre-test, which were administered without employing the investigative questioning (inquest) technique, and the scores on the post-test, which were administered after the investigative questioning (inquest) technique had been taught, were used to compile the data. The information is presented in the table 4.2 down below.

Table 2. Students' Pre-Test, Post-Test in Experimental Class

| NO | Students | Pre- test | Post-test | Gained Score |
|----|----------|-----------|-----------|--------------|
| 1  | SK       | 40        | 80        | 40           |
| 2  | PR       | 50        | 90        | 40           |
| 3  | RS       | 30        | 80        | 50           |
| 4  | RA       | 40        | 80        | 40           |

|       |     |       |       |       |
|-------|-----|-------|-------|-------|
| 5     | RY  | 30    | 80    | 50    |
| 6     | NM  | 60    | 90    | 30    |
| 7     | RR  | 40    | 80    | 40    |
| 8     | SKP | 60    | 80    | 20    |
| 9     | RA  | 50    | 80    | 30    |
| 10    | RRJ | 40    | 90    | 50    |
| 11    | SR  | 30    | 80    | 50    |
| 12    | MA  | 60    | 90    | 30    |
| 13    | BR  | 40    | 80    | 40    |
| 14    | AA  | 30    | 80    | 50    |
| 15    | HCD | 50    | 90    | 40    |
| 16    | RW  | 50    | 80    | 30    |
| 17    | MT  | 30    | 80    | 50    |
| 18    | NSI | 40    | 80    | 40    |
| 19    | AK  | 50    | 90    | 40    |
| 20    | SFA | 30    | 80    | 50    |
| 21    | CR  | 50    | 90    | 40    |
| 22    | AZS | 30    | 80    | 50    |
| 23    | MFR | 40    | 80    | 40    |
| 24    | MSW | 50    | 90    | 40    |
| 25    | JF  | 30    | 80    | 50    |
| 26    | KMA | 50    | 80    | 30    |
| 27    | MG  | 50    | 90    | 40    |
| 28    | DA  | 40    | 80    | 40    |
| 29    | MP  | 30    | 80    | 50    |
| 30    | KR  | 40    | 80    | 40    |
| Total |     | 1,260 | 2,490 | 1,230 |
| Mean  |     | 42    | 83    | 41    |

The table displayed the grades of thirty students in class VIII-B. The average pre-test score was 42, with minimum score being 30 and the highest score being 60. The post-test average was 83, with minimum score being 80 and the highest score being 90. The average gained score was 41, with minimum score being 20 and the highest score being 50. It indicates that the correlation between pre-test and post-test scores in the experimental group was extremely strong.

### B. The terms validity and reliability

This research's validity and reliability were determined using the bivariate person product moment correlation formula and the Cronbach alpha value. In order for the data to be legitimate, the  $r$ -count value must be bigger than the  $r$ -table value. However, the data is inadequate or invalid if the  $r$ -count exceeds the  $r$ -table. If the results show that alpha is greater than 0.05, the validity value is adequate, and if it is less than 0.05, the value is not valid. Using SPSS 25, the researcher examined the empirical validity before and after the test. In this study, SPSS 25 was utilized to determine the tests' validity and reliability.

The researcher utilized content validity in this study. This research employed a multiple-choice test of narrative text comprehension with multiple-choice questions to evaluate students' reading comprehension. This content validity was associated with comprehension queries for narrative text in the English textbook passage. The results of this study's content validity are presented in the table provided below.

Table 3. Validity Result in Pre-Test

| NO | $r^{count}$ | $r^{table}$ | Interpretation |
|----|-------------|-------------|----------------|
| 1. | .451        | $\geq .361$ | Valid          |
| 2. | .400        | $\geq .361$ | Valid          |
| 3. | .394        | $\geq .361$ | Valid          |

|     |      |        |          |
|-----|------|--------|----------|
| 4.  | .325 | ≤ .361 | In Valid |
| 5.  | .481 | ≥ .361 | Valid    |
| 6.  | .521 | ≥ .361 | Valid    |
| 7.  | .495 | ≥ .361 | Valid    |
| 8.  | .311 | ≤ .361 | In Valid |
| 9.  | .626 | ≥ .361 | Valid    |
| 10. | .243 | ≤ .361 | In Valid |

The validity test is utilized to assess the validity of a test through the analysis of the acquired data. The assessment of the test's validity was conducted by employing the bivariate Pearson product-moment correlation calculation within the SPSS software. To evaluate the reliability of the pre-test, a series of ten multiple-choice examinations were administered. A value is regarded valid if its estimated r-count is greater than the crucial value r-table, and invalid otherwise. The determined critical value of the r-table for a two-tailed test at a significance level of 5%, with a sample size of 10, is 0.361. The value obtained was later compared to the crucial value from the r-table at a significance level of 5% for a two-tailed test with a sample size of 10. The calculated critical value for this particular scenario is 0.361. The findings of the r-test indicated that the observed r-value exceeded the critical r-value, hence supporting the validity of the hypothesis under investigation. This implies that a total of seven questions were deemed to be legitimate. The outcome of the r-test revealed that the value of r-count was lower than the critical value of r-table, suggesting that the test result was deemed invalid. This implies that three queries were deemed invalid. This study incorporated a total of seven valid queries and three invalid ones, as stated.

Table 4. Validity Result in Post-test

| NO  | <i>r<sub>count</sub></i> | <i>r<sub>table</sub></i> | Interpretation |
|-----|--------------------------|--------------------------|----------------|
| 1.  | .487                     | ≥ .361                   | Valid          |
| 2.  | .407                     | ≥ .361                   | Valid          |
| 3.  | .557                     | ≥ .361                   | Valid          |
| 4.  | .566                     | ≥ .361                   | Valid          |
| 5.  | .395                     | ≥ .361                   | Valid          |
| 6.  | .398                     | ≥ .361                   | Valid          |
| 7.  | .186                     | ≤ .361                   | In Valid       |
| 8.  | .129                     | ≤ .361                   | In Valid       |
| 9.  | .386                     | ≥ .361                   | Valid          |
| 10. | .386                     | ≥ .361                   | Valid          |

The test's validity was determined using the bivariate person product moment correlation formula. There were ten multiple-choice tests to determine the post-test's validity. If the r-count is more than the r-table, then it can be regarded legitimate; otherwise, it cannot. In a test with two different hypotheses and a sample size of 10, the value of the r-table statistic on the 5% significance table is 0.361. This value was then compared to the value of r-table on the 5% significance table for a two-tailed test with  $n = 10$  and r table can be 0.361. The outcome of r-test indicated that  $r\text{-count} > r\text{-table}$ , indicating that it was valid. It indicates that there were eight legitimate queries. The result of r-test indicated that r-count was less than r-table, indicating that it was invalid. It means that two queries were invalid. T-table indicates that the significance level for the study's validity was t-count 0.361. Based on the findings, it can be inferred that the instrument utilized in the study demonstrated a high level of reliability. The determination of the test instrument's validity in this study might be achieved by calculating the r-count and comparing it to the values in the r-table.

The researcher relied on SPSS 25 to determine whether or not the test instruments utilized in this investigation were reliable. If the data's value on the Cronbach alpha scale is more than 0.60, then the data can be considered reliable. The following table presents the findings obtained from administering the reliability test using SPSS 25.

Table 5. Reliability Result

| Cronbach's | Items |
|------------|-------|
| .712       | 10    |

Based on the analysis of the data, it is evident that a minimum value of 0.60 for Cronbach's Alpha is required to establish statistical significance. This investigation found that Cronbach's Alpha had a value that was 0.712 higher than 0.60. It is evidence that the information was reliable. A normality test is done first, then the T-test is calculated after that. This procedure is conducted in order to determine if the data obtained from the two classes has a normal distribution or not. The researcher employed the Kolmogorov-Smirnov and Shapiro-Wilk tests to assess the normality of the data. The outcomes of the SPSS 25 normalcy test are presented in the table that follows.

Table 6. Normality Test for Pre-Test and Post test

| Normality Test             |                     |    |      |              |    |      |
|----------------------------|---------------------|----|------|--------------|----|------|
| Respondents                | Kolmogorov-Smirnova |    |      | Shapiro-Wilk |    |      |
|                            | Statistic           | Df | Sig. | Statistic    | Df | Sig. |
| Pre-test Experiment Class  | .186                | 30 | .075 | .866         | 30 | .132 |
| Post-test Experiment Class | .440                | 30 | .78  | .577         | 30 | .093 |
| Pre-test Control Class     | .208                | 30 | .089 | .848         | 30 | .075 |
| Post-test Control Class    | .285                | 30 | .145 | .789         | 30 | .125 |

Table 6 shows that the Kolmogorov-Smirnov test generated a significant result for the experimental group in their pre-test. The experimental group's post-test scores were 0.078 and 0.05, respectively. Control group pre-test scores were 0.089 and post-test scores were 0.05, for a total of 0.145 and 0.05. Pre and post test data in the experimental group were tested for normalcy using the Shapiro-Wilk statistic. The value before the test was 0.132 ( $p = 0.05$ ), and after it was 0.095 ( $p = 0.05$ ). Pre-experiment scores for the control group were recorded as 0.075 ( $SD = 0.05$ ), while post-experiment scores were recorded as 0.125 ( $SD = 0.05$ ). Inferring a normal distribution for both the experimental and control groups from the fact that their significant values are greater than the 0.05 cutoff is reasonable.

### C. Homogeneity Test

Researcher performed a homogeneity test in order to ascertain the results for the two classes. The homogeneity test was computed by employing the Levene's statistic test. The homogeneity results for SPSS 25 are displayed in the table provided.

Table 7. Homogeneity Test of Variances

|        |                                      | Levene Statistic | df1 | df2    | Sig. |
|--------|--------------------------------------|------------------|-----|--------|------|
| Result | Based on Mean                        | 2.119            | 1   | 58     | .151 |
|        | Based on Median                      | 1.755            | 1   | 58     | .190 |
|        | Based on Median and with adjusted df | 1.755            | 1   | 57.586 | .190 |
|        | Based on trimmed mean                | 2.765            | 1   | 58     | .102 |

Homogeneity variance based on the mean of the pre-test in the experimental class is presented in Table 7, indicating a significance level of 0.151, which above the conventional threshold of 0.05. The experimental group's median post-test score of  $0.190 \pm 0.05$  and the control group's mean pre-test score of  $0.190 \pm 0.05$  indicate that the control group's median post-test score was  $0.102 \pm 0.05$ . Based on the statistical analysis, it can be concluded that the pre-test and post-test data in both the control and experimental classes exhibit homogeneity, as the results of the pre-tests and post-tests were found to be greater than 0.05.

After making sure the test was normal and consistent, the researcher used a hypothesis test to see if there was a statistically important difference between the results before and after the therapy was applied. For the purposes of this investigation, SPSS 25 was used. Information from both the experimental group and the control group was used to arrive at the final tally. Researchers looked for and found statistically significant findings at the 5% or 0.05 level of significance. The T-test outcomes are shown in the table below.

Table 8. T- Test Result of Post Test

| Group Statistics            |                                 |    |       |           |            |
|-----------------------------|---------------------------------|----|-------|-----------|------------|
| Respondents                 |                                 |    |       | Std.      | Std. Error |
|                             | Class                           | N  | Mean  | Deviation | Mean       |
| Students' learning outcomes | Post-test in Control class      | 30 | 42.00 | 9.965     | 1.819      |
|                             | Post-test in Experimental Class | 30 | 83.00 | 4.661     | .851       |

Table 9. Paired Sample Test

| Independent Samples Test |                             |                                         |      |          |     |                              |                 |                       |                                           |
|--------------------------|-----------------------------|-----------------------------------------|------|----------|-----|------------------------------|-----------------|-----------------------|-------------------------------------------|
|                          |                             | Levene's Test for Equality of Variances |      |          |     | t-test for Equality of Means |                 |                       |                                           |
|                          |                             | F                                       | Sig. | T        | Df  | Sig. (2-tailed)              | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |
| Students' Score          | Equal variances assumed     | 2.119                                   | .151 | 14.173   | 58  | .000                         | 21.000          | 1.482                 | Lower 23.966 Upper 18.034                 |
|                          | Equal variances not assumed |                                         |      | 14.17351 | 980 | .000                         | 21.000          | 1.482                 | 23.973 18.027                             |

Table 8 shows that the experimental group had a mean value of 83.00, whereas the control group's mean value was 42.00 (based on the independent sample test). It's reasonable to assume that the post-test results of the experimental group were significantly different from those of the control group. The results of the T-test can be shown in table 4.9, indicating a t-value of 14.173 and a significance level (2-tailed) of 0.000. Subsequently, the t-table and t-count were combined to determine the extent to which the investigative questioning style (inquest) influenced the reading comprehension of the students. Based on the T-table, the value of (n-1) is equivalent to (30-1=29), which may be expressed as 2,045. The statistical significance of a value of 2,045 was determined by T-table analysis at the 0.05 level. The obtained t-value (14.173) above the critical value from the table (2.045), indicating statistical significance. Additionally, the p-value of the two-tailed significance test was 0.000, which supports the hypothesis. Based on the results, it can be inferred that the alternative hypothesis (Ha) was supported, indicating that the investigative interrogation (inquest) technique had a noteworthy influence on the reading comprehension of the students. This indicates that the data did not provide support for the null hypothesis (Ho), hence necessitating its rejection.

Using the data that were evaluated, the goal of this study was to determine the impact of the investigative questioning (inquest) technique on the reading comprehension of eighth-grade students in SMP PAB 1 Helvetia during the 2022/23 school year. There are many different approaches that can be utilized in the classroom to facilitate the development of reading skills. To guarantee that their students have a complete understanding of the subject being taught, teachers need to be able to select the most effective learning strategies. One of the reading strategies that can be implemented to improve students' ability to comprehend what they have read is referred to as the investigative questioning (inquest) strategy. Students were better able to comprehend the book and acquire questioning abilities to boost their critical thinking when this investigative questioning strategy was used in the classroom. As a result, students improved their ability to read the text and independently answer questions about it.

According to the collected statistical information, the investigative interrogation (inquest) technique resulted in an average posttest score of 83 for the experimental group of students. In contrast, the average score on the posttest for the control group that had used the traditional approach was 42. It appears that there was a significant gap in reading comprehension ratings between the experimental group that utilized the inquest method and the control group that utilized the traditional approach. The ratings of students who were instructed using the method of investigative questioning (inquest) were found to be much higher than those of students who were instructed using the method of conventional instruction.

Prior to the application of the investigative questioning (inquest) technique, many students were unwilling to read the English text, especially lengthy texts, because they were bored and unwilling to understand what they were doing; as a result, they worked on questions without reading, which negatively impacted their reading comprehension. To influence students' reading comprehension, the researcher employed the investigative questioning (inquest) technique in this instance. This investigative questioning technique could develop questioning skills to enhance students' critical thinking, thereby enhancing their ability to comprehend text and independently respond to queries about text. If this activity is consistently repeated, students' reading comprehension will improve. In addition, by using the investigative questioning (inquest) technique, students can quickly acquire knowledge and skills because this technique is used repeatedly to cultivate excellent and routine study habits. According to the preceding explanation, the use of investigative questioning (inquest) had a significant impact on students' reading comprehension. This can help students comprehend the text on their own and answer queries about it more efficiently.

## 5. CONCLUSION

Findings reveal that there are statistically significant differences in test scores between the experimental class, in which students were taught using the inquest technique, and the control class, in which students were taught using the traditional manner. These differences were found the experimental group's post-test results differed statistically from the control and comparison groups. The control group's pre-test scores varied from 30 to 60, with 30 representing the lowest score and 60 representing the highest score. On the other hand, the range of post-test results for the group that served as the control was 80 to 90, with an average score of 83. The possible points ranged from 20 all the way up to 50, with 41 being the average value.

On the other hand, the experimental class averaged 42 on the pretest, with scores ranging from 30 to 60. Post-test results ranged from a low of 50 to a high of 70, with a mean score of 61.6%. The range for the obtained score was from ten to thirty, with a mean of twenty-two. As can be observed, the experimental and control groups' scores differed significantly.  $T_{count} (2.173) > t_{table}(2,045)$  and sig. (2-tailed) 0.000 0.05 supported the null hypothesis. Results indicated that the alternative hypothesis ( $H_a$ ) was more likely to be correct than the null hypothesis ( $H_o$ ). It follows that the inquest method of

questioning the student's reasoning and evidence for their answers significantly improved their reading comprehension.

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